DOCUMENT RESUME

ED 139 480 JC 770 303

AUTHOR Weiser, Irv
TITLE The Los Angeles Community College District Student: Who, Where, Why, and How. Research Report 77-01.
INSTITUTION Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
PUB DATE Apr 77
NOTE 64p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Aspiration; Cocurricular Activities; *College Choice; College Preparation; Community Colleges; Commuting Students; Demography; *Educational Objectives; Ethnic Groups; *Family Income; Institutional Research; *Junior Colleges; Junior College Students; Multicampus Districts; *Student Characteristics; *Student Employment; Surveys; Urban Schools

ABSTRACT

A survey was administered to a representative sample of 8,500 students attending the nine colleges in the Los Angeles Community College District during fall 1977. The purposes of the survey were to determine the nature of students' educational goals, levels of college preparedness, extra-curricular interests, transportation patterns, student work loads, and income levels. Major findings of the survey showed: (1) 40% of the respondents indicated they attended an LACCD college to prepare for transfer, 27% to acquire and improve job skills, and 19% for assistance in choosing a career; (2) 44% chose their college because it was close to home while 16% cited low tuition as their reason; (3) 32% aspired to a baccalaureate, 16% to an Associate degree, and 28% to a graduate degree; (4) 65% held a high school diploma and 24% reported some college education; (5) 75% had already decided on a college major; (6) 52% had no interest in extra-curricular activities; (7) 57% lived less than six miles from their campus; (8) 75% worked while attending college, one-third more than 32 hours per week; and (9) over 50% reported personal incomes below $4,000 per year, 14% had no personal income, and 21% had personal incomes above $10,000. The data are analyzed according to a number of academic and demographic variables and a description of the sample is appended. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED139480

LOS ANGELES COMMUNITY COLLEGE DISTRICT

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT STUDENT:

Who, Where, Why, and How

Research Report 77-01

April 1977

Irv Weiser

Staff Assistant

JC 770 303

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

OFFICE OF EDUCATIONAL RESEARCH AND ANALYSIS

Arthur N. Cherdack, Director

TABLE OF CONTENTS

	Page
Abstract	i
Analysis	iii
Conclusions	v
The Future Student Body	vi
Acknowledgments	vii
Introduction	1
Part 1 - Student Preparation, Performance, and Goals	3
Part 2 - Extra-Curricular and Sports Interests	27
Part 3 - Student Travel Patterns, Work Loads, and Income Levels	37
Part 4 - Characteristics of the Student Sample	53

FIGURES

Part 1:

Most Important Reason for Attending College	4
Most Important Reason for Enrolling at this College	8
Decision Upon Major Course of Study	10
Most Important Personal Benefit Expect to Gain	12
High-School Preparation for College	14
Non-Credit Class Interest	16
Highest Level of Education Before this College	18
Highest Academic Degree Sought	20
Student Unit Load	24

Part 2:

Extra-Curricular Activity Interest	28
Inter-Collegiate Sports Interest	32
Intra-Mural Sports Interest	34

Part 3:

Primary Means of Getting to Campus	38
Distance From Home to Campus	42

Part 3: (continued) Page

Hours of Work Per Week 44

Estimated Parental Annual Income 46

Estimated Personal Annual Income 48

Child-Care Center Interest 50

Part 4:

Total Number of Units 56

Day-Evening Enrollment 57

Sex Category 58

Racial/Ethnic Groupings 59

Age Groupings 60

Estimated Grade Point Averages 61

ABSTRACT AND SUMMARY OF FINDINGS

This publication presents the results of a student survey administered in the Los Angeles Community Colleges in Fall 1976. The survey objectives were to: (a) identify current student educational goals, (b) determine differing student levels of college preparedness, (c) identify differing student extra-curricular interests, (d) determine differing student transportation patterns, and (e) assess differing student work loads and income levels. The survey sample consisted of more than 8,500 students in all nine LACCD colleges. Campus personnel were responsible for the college-wide administration of the survey; the District Office of Educational Research and Analysis handled the Districtwide coordination of the project as well as the analysis of Districtwide data.

Included in this abstract is a summary of major Districtwide findings, a discussion and analysis section, recommendations for future action, and a projection as to some characteristics of our future student body.

SUMMARY OF FINDINGS

A. Student Educational Goals

- The most popular reasons cited by students as to why they attend our colleges are to prepare to transfer to a four-year college (selected by 40% of the students), acquisition and improvement of basic job skills (27%), and assistance in choosing a career (19%).

- When asked the most important personal benefit they expected to gain from attending college, students selected to be more knowledgeable (52%), to earn more money (20%), and to improve creative abilities (10%).

- When asked why they chose to enroll at a particular District college, students overwhelmingly indicated proximity to home (44%), and to a lesser extent, no tuition (16%) and academic reputation of the college (12%).

- Twice as many students (32%) aspired to earn a Baccalaureate degree as their highest academic goals as compared to an Associate of Arts degree (16%); 28% aspired to obtain a graduate (advanced) degree.

B. Preparation for College Work

- The majority of our students (65%) indicated that they had a least a high school degree, and (24%) reported they had at least some college education; the scope of academic preparation was broad, ranging from some elementary school to graduate school.

- Over 75% of our students declared they had already decided on a major course of study.

C. Extracurricular Activities

- The majority of students surveyed (52%) indicated they had no interest in participating in extra-curricular activities.

- Of those indicating an interest in extra-curricular activities, the largest number (21%) favored athletics; only 5% were interested in student government.

- When asked about their intramural sports preference, 47% indicated none; of those sports selected, the most popular was tennis (16%).

D. Travel and Residence Patterns

- The majority of the students (75%) commuted in their own car to campus; 11.6% traveled by bus, and 5% were involved in a car pool.

- More than half of the students (57%) lived less than six miles from campus; approximately 23% reported that they traveled more than 10 miles to campus.

E. Work Patterns

- Approximately three-fourths of the students reported that they worked while attending college; more than one-third worked more than 32 hours per week, and over 12% indicated that they worked more than 40 hours per week.

F. Income Levels

- More than half of the students estimated their personal annual income as less than $4,000 per year, while 14% indicated that they have no personal income at all. Twenty-one percent indicated that their personal income is above $10,000.

- More than half of all dependent students estimated their parents' annual income as below $15,000.

G. Other

- Over 8% of the students showed an interest in enrolling their children in a Child Care Center.

- Over 20% indicated an interest in enrolling in a non-credit Community Service Class.

DISCUSSION AND ANALYSIS

The survey results reveal that the Los Angeles Community College District is composed of a heterogeneous student body displaying a wide range of interests, abilities, aspirations, and income levels. It was evident from the findings that the majority of students do not plan to transfer to a four-year college or university. Today our students are attending in increasing numbers to prepare for vocational fields, to improve basic job skills, and for personal/social development. The college student we are now enrolling is less likely to come to us directly from high school, is older, and is more likely to be enrolled part-time than his or her counterpart in the early 60's.

The importance of having a community college located near to one's home is demonstrated by the fact that 44% of our college students declare this as the most important reason they are attending a LACCD college.

There is some evidence of the low income levels of our students in that more that half reported personal incomes totalling less than $4,000 annually. Moreover, in comparison to a national sample of students enrolled in four-year colleges and universities, it was found that LACCD students, in general, come from families poorer than those of students attending four-year colleges and universities. Further, the data show that about three/fourths of our student body work to support themselves.

The wide range of educational preparation reported by students confirms the necessity of offering a diversity of academic courses ranging from basic skills through advanced courses. Our college programs are purposely structured to attract and accommodate students with varied degrees of skills and abilities, as well as varied ages and backgrounds.

With regard to student travel patterns, the survey showed that over 80% of our students rely on the automobile as their means of transportation to college. Only about 12% now rely of the bus and it is unlikely that a major shift toward bus transportation will occur in the near future. In comparison to a similar question asked of Fall 1975 students, there was a 3% decline in the percentage of students relying on the bus. In part, the 3% decline was due to the RTD bus strike which occurred in the Fall of 1976. The heavy use of the automobile and the fact that 75% of our students have to travel more than three miles to attend classes suggest that our colleges are truly "commuter" institutions.

The survey results also reveal some noteworthy findings about part-time students. Part-timers tended to be more concerned with developing basic job skills, which is understandable in light of the fact that a larger number are enrolled in occupational and vocational courses. Part-time students also cited more often than full-timers the proximity of the college as the major reason for attending, reported more previous college exposure, and were more often undecided about how far they planned to pursue their academic goals. Moreover, part-time students are generally older and more often are employed full-time.

Enrollment data show that the percentage of part-time students has increased dramatically over the past few years, and now stands at more than 70% of the total student body in the District. Clearly this group will warrant increasing attention as their numbers and percentage grow.

The part-time student is only one example of the new clientele that the colleges are enrolling in increasing numbers. These new students are generally older, working, and vocationally-oriented. Increased numbers of women and handicapped students are also now attending. These data suggest that the District will need to continue to review and plan for this new clientele.

CONCLUSIONS

On the basis of the Districtwide findings and the analyses provided in this report, the following conclusions are drawn:

(1) In view of the large number of students that are undecided about their educational goals, it appears that counseling and guidance continue to be important functions.

(2) In light of the fact that a large percentage of students aspire to a Baccaluareate or higher degree, it appears that academic transfer programs continue to be a significant part of our overall educational program.

(3) In that a large segment of our student body report low income levels, it appears that financial aid and job placement continue to be important support service programs.

(4) Since many of our students are from low socioeconomic groups, the District should pay careful attention to any proposed changes in the current no-tuition policy.

(5) In view of the many students who drive their cars to college, parking is likely to be a continuing concern.

THE FUTURE STUDENT BODY

Any attempt to predict the precise characteristics of our future students would be sheer folly. However, past and current trends plus changing industrial and societal factors does tempt us enough to do some forecasting. In our estimate, the student body during the next five years is most likely to be:

- Older, and composed of women and minorities in greater numbers.

  This is due in part to an aging county population coupled with declining birth rates, less in-migration and increasing percentages of women and minorities in the work force.

- More vocationally oriented.

  In the past seven years the number of vocational students have increased dramatically and now constitute the majority of all District students. In light of predicted manpower needs and current enrollment trends, it is likely that the number of these students will continue to grow.

- Enrolled part-time more often.

  This is due, in part, to the working patterns of our students and the increasing trend to take only a course or two for a specific objective.

- Enrolled more often for personal development and satisfaction.

  The survey showed that almost one-fifth of our students are primarily enrolling to improve creative abilities or develop personal interests. It is likely that we will enroll increasing numbers of these students as more leisure time becomes available and as less emphasis is placed on obtaining college credit and/or a degree as a primary goal.

ACKNOWLEDGMENTS

The author wishes to extend his thanks to the following campus personnel for providing assistance in the completion and administration of the student survey: Ernesto Ballesteros, East Los Angeles College; Ben Gold, Los Angeles City College; Jeanne Landis, Los Angeles Harbor College; David Wolf, Los Angeles Mission College; Steve Sheldon, Los Angeles Pierce College; Charles Miller, Donald Greene, Los Angeles Southwest College; Steve Sachs, Los Angeles Trade-Technical College; Fred Machetanz, Los Angeles Valley College; and Steve Schwartz, West Los Angeles College.

Background

In 1970 Los Angeles City College began participating in a nationally administered student survey developed by the American Council on Education. This survey - the Cooperative Institutional Research Program (CIRP) - was designed for first-time, full-time freshmen and attempted to evaluate the effects that colleges have on students. In 1974 all the other Los Angeles Community Colleges administered the survey as well.* A comparison of the District and national samples was published by the Office of Educational Research and Analysis in August 1975.**

In 1975 the District colleges were surveyed to determine if they desired to continue participating in the CIRP survey. The majority did not want to continue, feeling that the questions in the survey were tailored more for students at four-year colleges than for community college students. (An exception was City College, whose historical participation prompted it to continue participation in the CIRP survey.)

Subsequently it was decided that the LACCD would design its own survey tailored to the needs of its particular student population. This task was undertaken by the Los Angeles Community College District Research Committee in conjunction with the Office of Educational Research and Analysis. A survey was developed cooperatively during the next few months and included questions on students' goals, needs, and accomplishments, as well as questions related to Title IX (Affirmative Action) requirements. Moreover, colleges were provided the option of adding local questions at the end of the questionnaire.

The primary objectives of the survey were to:

- Identify current student educational goals.
- Identify differing student extra-curricular interests.
- Determine differing student levels of college preparedness.
- Determine differing student transportation and mobility patterns.
- Assess differing student work loads and income levels.

* Mission College was not included, since it did not open until Spring 1975.

** Research Report 75-05, A Comparison of District and National Student Profiles, Scott B. Miller, Jr.

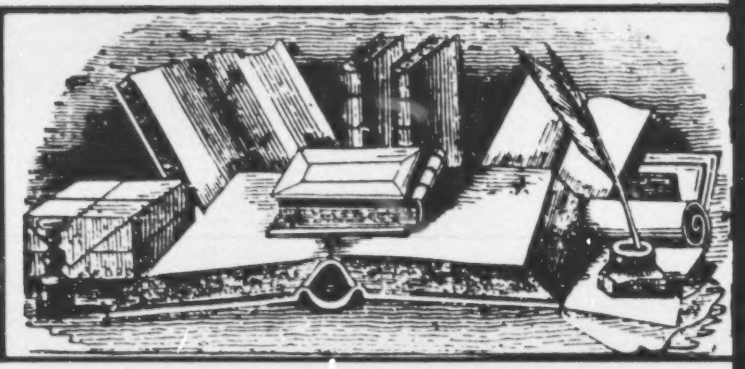
College personnel administered the surveys on each campus. At attempt was made to select a representative sample of at least 5% of the student body. (Samples in fact ranged from 5.0% at Trade to 11.2% at West.)

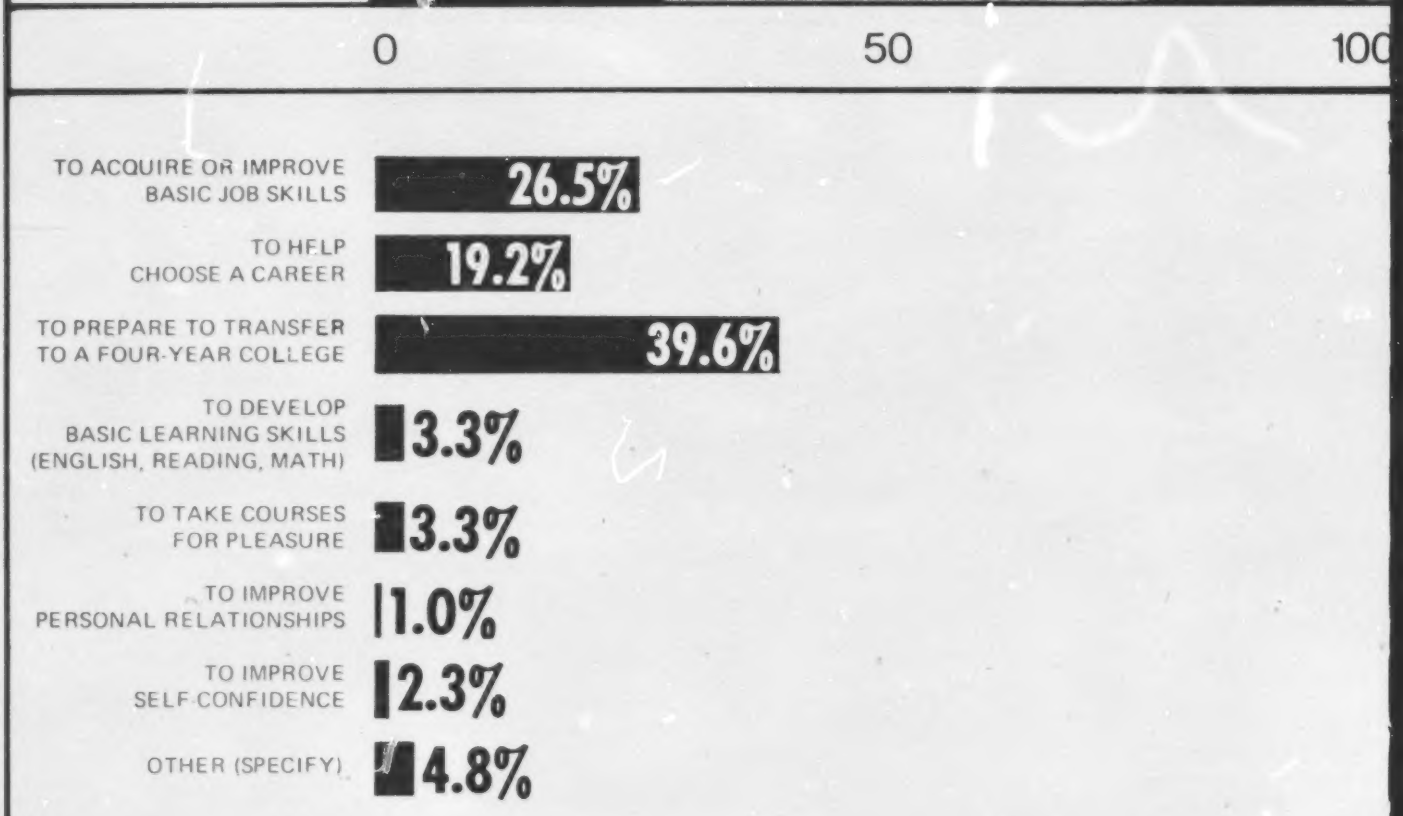
Statistical analyses of survey data were produced by the District Office of Educational Research and Analysis and are contained in this report. Analysis of the data and comparison with Districtwide statistics showed that the survey sample was, in general, representative of the total LACCD student population, with the exception that younger, full-time students were somewhat over-represented. (Part IV of this report contains further information about the characteristics of the survey sample.)

PART I:

STUDENT PREPARATION, PERFORMANCE, & GOALS

WHAT IS THE MOST IMPORTANT **REASON** YOU ARE ATTENDING COLLEGE





N = 8334

Most Important Reason for Attending College

When asked their most important reason for attending college, almost four every ten students indicated the desire to transfer to a four-year institution. The second most popular reason, cited by 26.5% of the sample, was to acquire or improve basic job skills, followed by the need for help in choosing a career (19.2%).

More day students than evening students indicated that they were primarily attending to transfer to four-year college. Conversely, more evening students than day students said that they were primarily attending to acquire or upgrade basic job skills. Slightly more male students than females indicated that they planned to transfer to a four-year college, while female students were more interested in improving job skills or acquiring help in choosing a career.

White students evidenced a slightly greater interest in transferring to a four-year college than did Black or Spanish-Surnamed students. Minority students showed a greater interest than whites in acquiring basic job skills and choosing a career. Similarly, students coming from households with higher parental incomes cited a desire to transfer to a four-year college more often than lower income groups. For example, 54.6% of those students who estimated parental income was in excess of $20,000 per year said that they were attending in order to transfer, compared to 34.1% of the students from households with an annual income of under $4,000. Students from poorer families showed a greater interest in acquiring or improving basic jobs skills.

Not surprisingly, younger students were more concerned than older students about transfer to a four-year college. Older students indicated greater preferences for development of basic job skills or stated more often that they needed help in choosing a career.

The type of academic degree sought by a student was also related to the reasons for attending college. Among those seeking an A.A. or A.S. degree, 48.6% indicated that they were planning to transfer, compared to 22.4% of students planning to

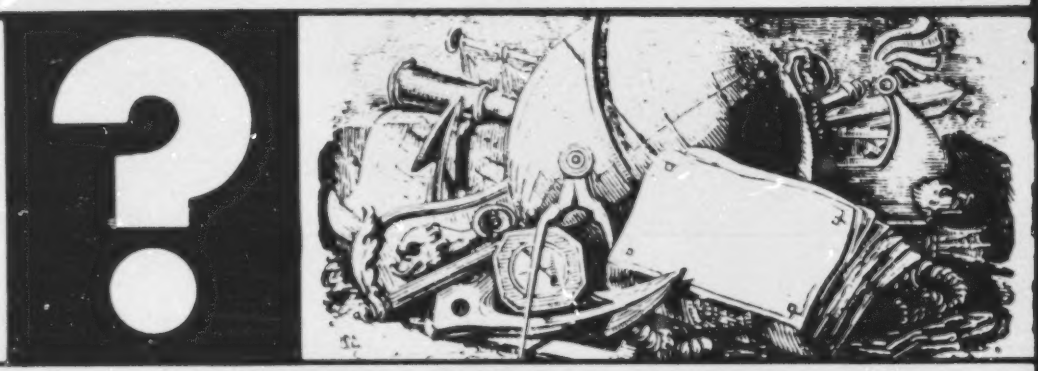
obtain a B.A. or B.S. degree. Students who were as yet undecided about their academic degree goals evidenced about equal interest in developing basic job skills, choosing a career, and transferring to a four-year institution.

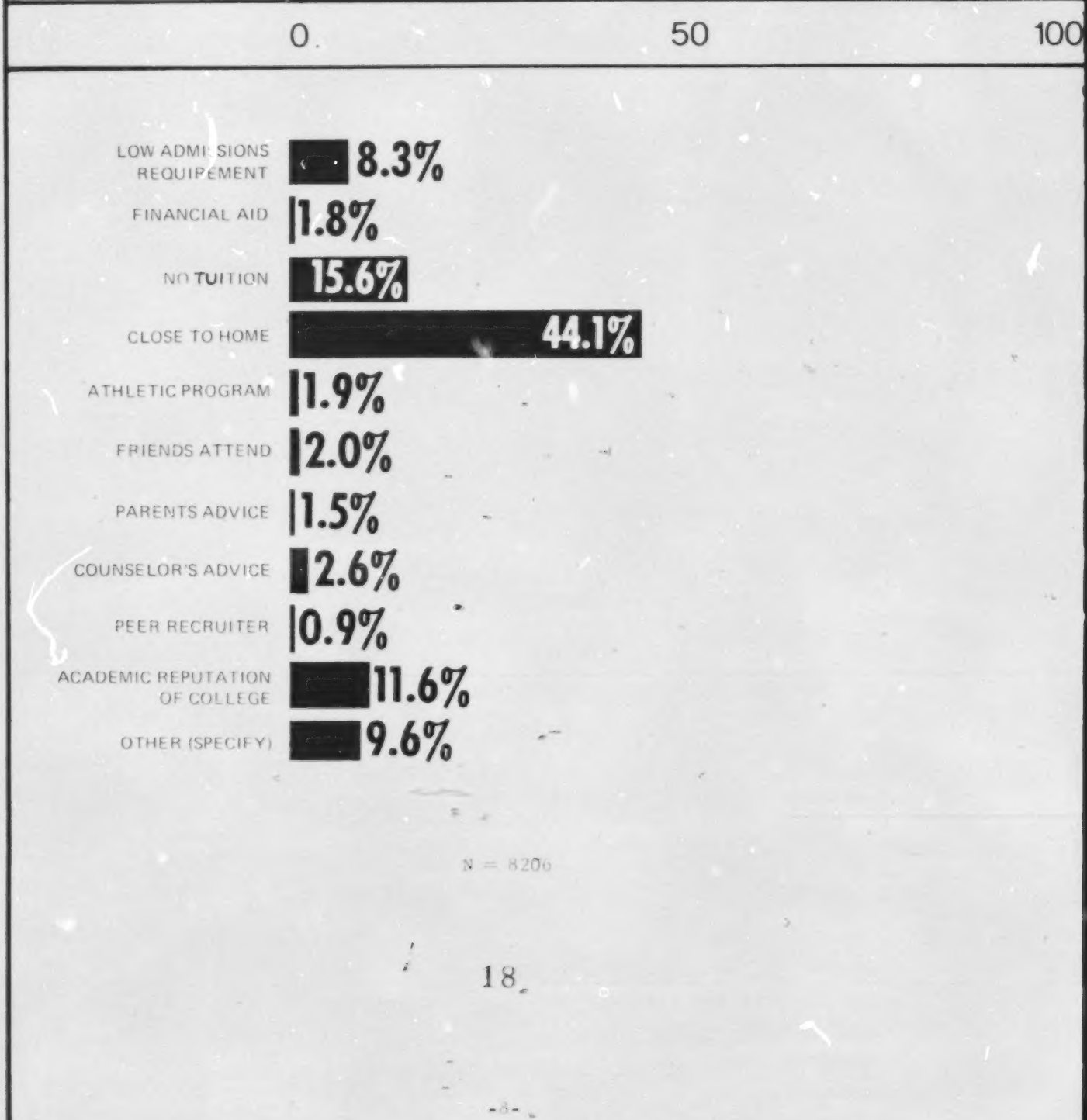
Students with grade point averages below a B (3.0) were more inclined than those with higher GPAs to enroll in an LACCD institution because of the lower admissions requirements of the college or because of parental and/or school counselor advice. Those with higher GPAs tended to select the reasons of no tuition charges and the academic reputation of the college.

The strongest trend for transfer to a four-year college was depicted at Harbor (46.7%), while Trade showed the largest percentage (51.8%) who indicated that they were attending primarily to acquire or improve basic job skills. Southwest had the highest percentages of students who said that their main reason for attending college was to choose a career (22.6%) or to develop basic learning skills (7.1%).

In summary, students indicate they attend our community colleges for a variety of reasons, which include: transfer preparation, acquisition and improvement of basic job skills, and assistance in choosing a career. The data suggest that transfer students in general were (1) better academically prepared, (2) from higher income families, (3) younger, and (4) usually enrolled in day classes. The percentage of students desiring to transfer to four-year schools is less than it was in the 1960's, when the vast majority of students were interested in transferring. This reflects the rapid growth of career education and basic skills programs, as well as programs for self-improvement and pleasure.

WHAT IS THE MOST IMPORTANT REASON YOU CHOSE TO ENROLL AT THIS COLLEGE?





N = 8206

Most Important Reason for Enrolling at This College

When asked what was the most important reason for enrolling in a Los Angeles Community College, the most often cited reason was the close proximity of the college. Other major reasons included no tuition charges (15.6%) and the academic reputation of the college (11.6%).

The close proximity of the college was cited as a reason more often by evening students (53.8%) than day students (39.4%). Closeness of the college was also cited more often by older students than younger students. Blacks students indicated the academic reputation of the college as a reason (17.1%) about twice as often as Whites (9.7%), but more White and Filipino students than Blacks and Mexican-Americans students indicated that "no tuition" was their most important reason for attending.

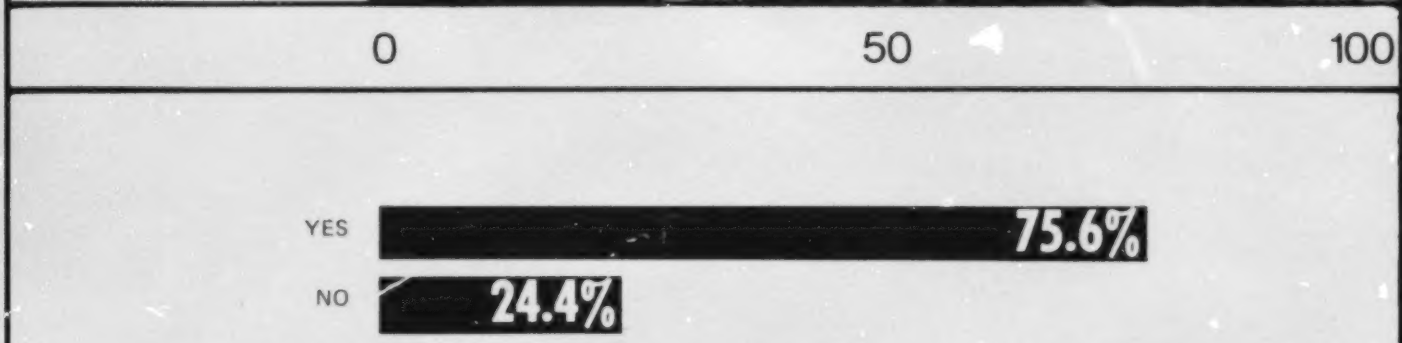
Among the individual District colleges, Mission showed the highest percentage (74.7%) of students whose major reason for enrolling was the closeness of the college to their home, while Trade exhibited the smallest percentage (21.0%). City's sample answered that they enrolled because it was tuition free (22.1%) more than students at other colleges, while Pierce's students were most impressed by the low entrance requirements (14.6%). The academic reputation of the college was cited by more than 25% of the students at Trade, reflecting the wide-spread acceptance of its trade and vocational course offerings.

In summary, the importance of the two-year college as a "community" institution located in close proximity to home or work can not be underestimated. The convenience of Outreach locations lend further support to this thesis. The high rating of "no tuition" among our lower income minority students may indicate that many would not be able to attend if they had to pay tuition or receive financial aid.

HAVE YOU DECIDED UPON A

MAJOR

COURSE OF STUDY IN COLLEGE?



N = 8367

Decision Upon Major Course of Study

Three of every four students surveyed answered that they had already decided upon a major course of study.

Day students indicated that they had decided upon a major course of study more often (77.2%) than did evening students (70.6%), while Black students (84.2%) had determined a major more often that had White (72.5%) or Mexican-American (76.7%) students. Those under 30 years of age were more often certain of their major than those above 30 years.

Not surprisingly, those students aspiring to higher academic degrees were more often certain about their major course of study than those aspiring to lower academic degrees. For example, more than 87% of the students indicating that they planned to earn a Masters degree had decided their major in college as compared to 62.9% of those who planned to obtain only a certificate of completion.

Significantly, low achievers tended to be more undecided about their major course of study in college. Where 80.1% of those with a grade point average above 3.5% had decided upon a major, only 68.4% of those with below-C averages had done so. However, both groups of students expected to realize about the same benefits from college attendance - primarily being more knowledgeable and being able to earn more money.

Trade had the largest percentage (86.9%) of students who had decided upon a major, while Mission had the lowest percentage (34.6%).

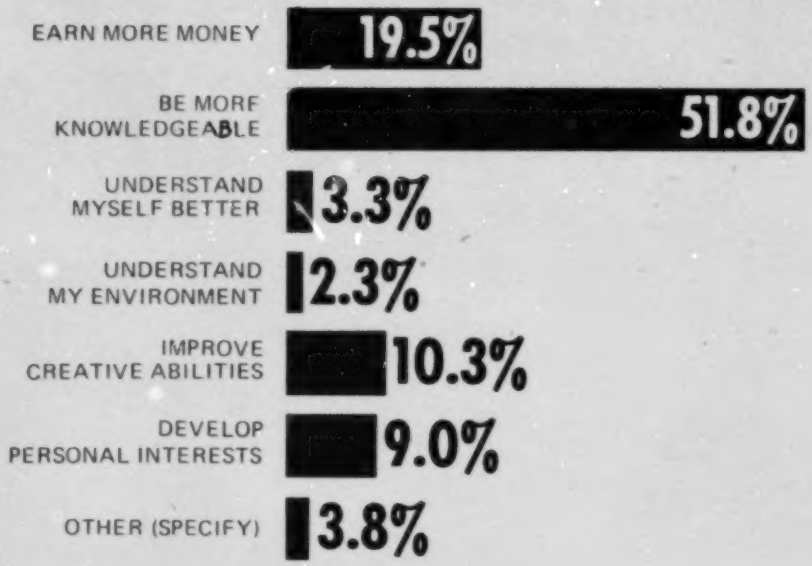
It was surprising to discover that three-fourths of the students surveyed had already decided upon a major. However, other evidence suggests that many of our students later change majors once enrolled, often uncertain about their initial choice. These are indicators of the need for continued academic and career counseling in our colleges.

WHAT IS THE MOST IMPORTANT

PERSONAL BENEFIT

YOU EXPECT TO GAIN FROM ATTENDANCE AT THIS COLLEGE?

0 50 100



N = 8265

Most Important Personal Benefit from College Attendance

The majority of LACCD students surveyed expect that the most important benefit they will gain from attendance at a Los Angeles Community College was to be "more knowledgeable." One out of five cited being able to earn more money, while 10.3% thought that they would most importantly improve their creative abilities.

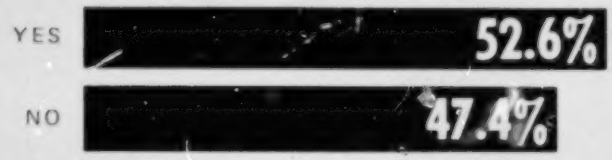
The ability to earn more money was cited as the most important benefit more often by Black, Mexican-American, and American-Indian students than by White, Asian-American, and Filipino students. Women cited being more knowledgeable more often than did men, who expressed a greater interest in earning more money. Evening students were also more interested in earning more money than were day students. Younger students appeared more interested than older students in developing personal interests.

Harbor's student sample showed the largest LACCD percentage (56.1%) of students who thought that becoming more knowledgeable was the most important benefit they would derive from college attendance. Trade's students showed the greatest interest in being able to earn more money upon completion of their coursework (34.6%), while more than 15% of Mission's sample cited improving creative ability.

In summary, our students are primarily interested in learning more, in improving their financial status, and in developing creative abilities and interests.

WAS YOUR ACADEMIC
HIGH SCHOOL
COURSE
PROGRAM SPECIFICALLY
ORIENTED TOWARDS
PREPARATION
FOR COLLEGE?

0 50 100



N = 8511

High School Preparation for College

Only about half of the LACCD students surveyed indicated that their academic high school program was specifically oriented towards preparation for college. This finding further reflects the diverse goals of our students including upgrading of skills and career education.

Comparison of the LACCD sample of students to a national sample of freshmen (The American Freshman: National Norms for Fall 1976, Astin) shows that 85.8% of college freshmen nationwide were prepared for college work in high school. This would lend additional proof to the argument that community colleges are attracting large numbers of atypical students who may not have had the same academic training as students at four-year colleges and universities.

More older students (above 30 years of age) than younger students said that they had been prepared in high school for college work. Among ethnic groups, more Filipino (73.8%) and Asian-American (59.3%) students indicated that they had been specifically prepared for college work than did Black (56.0%) or White (52.9%) students. Fewer Mexican-American students than any other group reported that they had taken college preparatory courses in high school.

The type of preparation a student had for college is logically related to his or her goals. About 61% of those students indicating that they were planning to obtain Master's degrees said that they had taken college preparatory courses in high school, compared to only 45.8% of those students aspiring to an Associate degree.

Students with lower grades indicated a lesser state of preparedness for college-level work than those with higher grades. Only 45.5% of those with GPAs below 2.0% said that their high school course program was specifically oriented towards preparation for college, compared to almost two-thirds of those students with GPAs above 3.5.

West had the highest percentage of students in the District (59.6%) who indicated that their high school academic program was specifically designed for college preparation, while Mission had the lowest figure (42.6%).

IN WHAT

TYPE

OF CLASSES ARE YOU PRIMARILY INTERESTED?

0 50 100

CREDIT CLASSES 79.5%

NON-CREDIT COMMUNITY SERVICES CLASSES 2.3%

BOTH 18.2%

N = 8386

Non-Credit Class Interest

When asked about non-credit classes, almost 80% of the students indicated that they were primarily interested in credit classes only. About 18% expressed a preference for both types of classes, while a small portion (2.3%) wanted only non-credit community services classes.

Evening students expressed a slightly greater interest than day students in non-credit classes. However, older students indicated significantly more interest in non-credit classes than younger students. Descriptive data on all non-credit community services classes do show heavy participation of older citizens in these programs. Where only 1.3% of the students below the age of 25 years showed interest in non-credit community services classes, the figure was 16.6% for those students above 50 years of age.

Asian-American students expressed the greatest interest in non-credit classes (7.3%), while White students showed the greatest desire (83.3%) for credit classes. Those students planning to earn no more than a Certificate of Completion showed greater interest in non-credit classes than those who said they sought an Associate or higher degree.

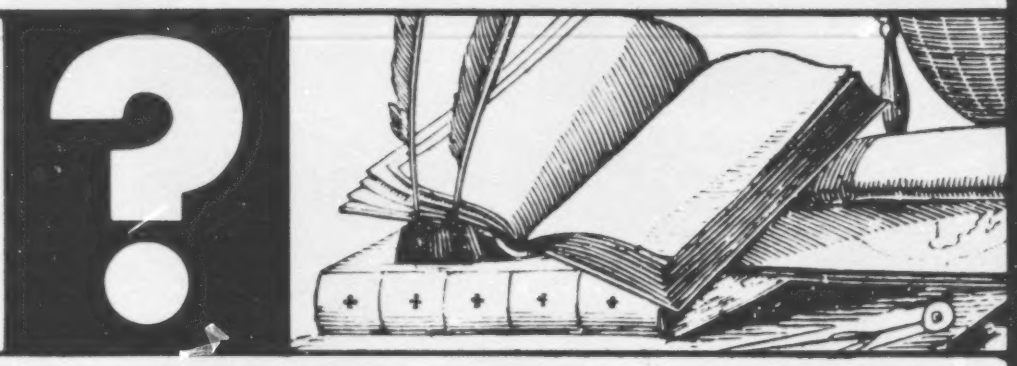
Students at Pierce College and Southwest College showed the greatest interest in credit classes (84.8%), while East's students expressed the largest desire to take non-credit community services classes (5.8%).

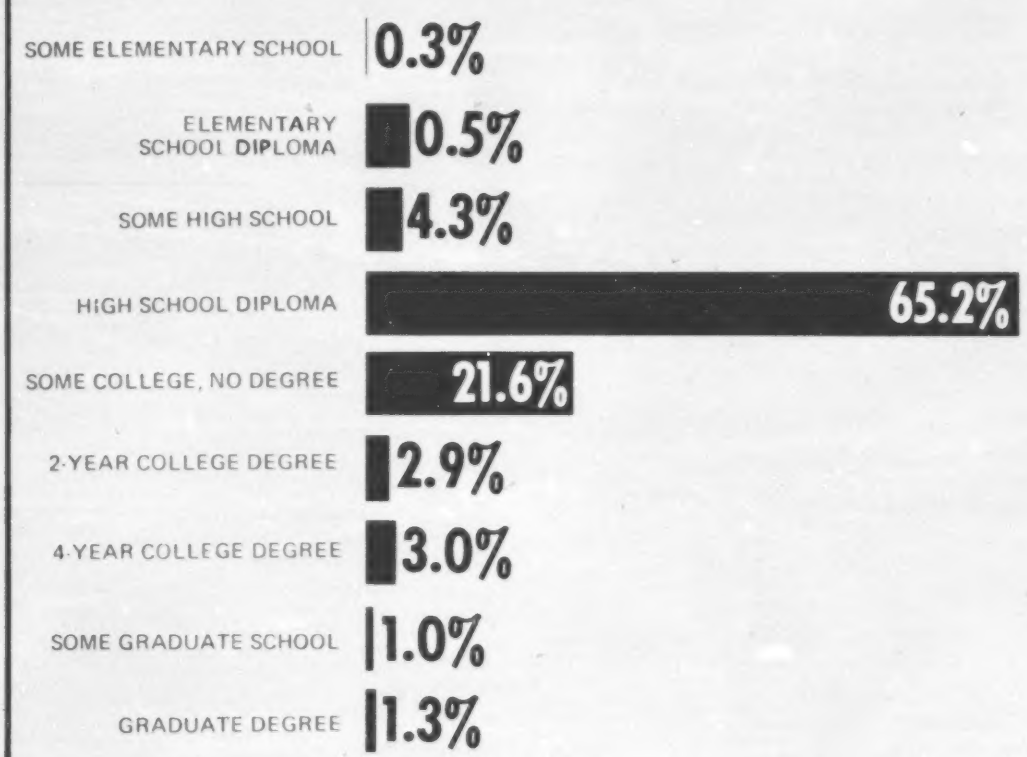
The reason why non-credit classes were ranked low is probably due to limited sampling (only credit classes were surveyed). Nevertheless, the recent dramatic growth of non-credit community services classes at all the Los Angeles Community Colleges shows a continued need for such course offerings.

WHAT WAS YOUR HIGHEST

LEVEL OF EDUCATION

BEFORE ATTENDING THIS COLLEGE?





N = 8194

Highest Level of Education Before This College

Almost two-thirds of all students said that the highest level of education they had attained prior to entry into a Los Angeles Community College was completion of high school. More than a fifth (21.6%) indicated that they had had some college without earning a degree, while about 8% had earned an Associate or higher degree.

Almost three-fourths of the day students answered that they had earned no more than a high school degree, compared to 48.5% of the evening students. On the other hand, about half (46.8%) of the evening students had been exposed to at least some college work prior to entering their current institution, compared to only 21.8% of those attending during the day. As expected, older students reported more prior college work more than did younger students.

Academic degree goals and prior education showed a strong relationship. Among those students aspiring to a Certificate of Completion, only 50.2% had earned a high school diploma, compared to 72.0% of those planning to obtain an Associate degree.

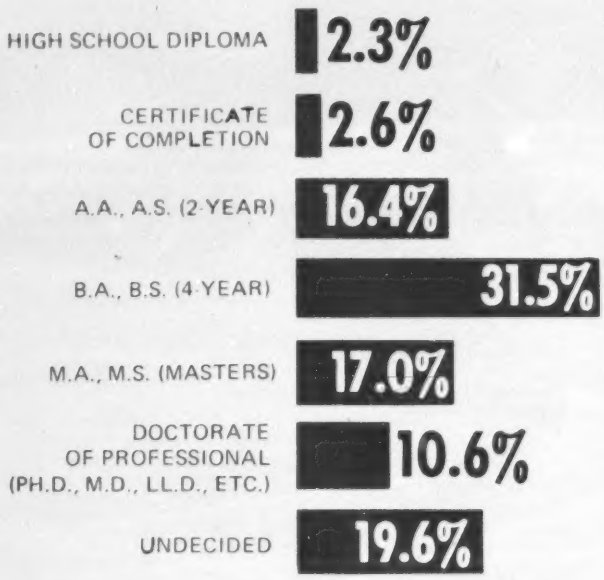
Among the individual District colleges, Harbor had the largest percentage of students who indicated that they had earned no more than a high school degree (74.5%). More than 42% of Mission's sample indicated that they had attended college before, while almost ten percent of those surveyed at West Los Angeles College answered that they had earned a Baccalaureate degree or higher.

In summary, the majority of our students have at least a high school degree. However, these data also suggest that many LACCD students have had considerable prior higher education experience. Some come with only a few college credits, while others have four-year degrees or higher. It would appear that our course offerings should continue to reflect the diverse interests and needs of the heterogeneous student population we serve.

WHAT IS THE HIGHEST

ACADEMIC DEGREE

YOU PLAN TO OBTAIN?



N = 8116

Highest Academic Degree Sought

Almost one-third of the District students surveyed indicated that the highest academic degree they planned to obtain was either a B.A. or a B.S. Seventeen percent said that they planned to earn a Master's degree, while 16.4% indicated they would pursue no more than an Associate degree. Almost one of every five had not yet decided how far he or she would go in formal education.

Slightly more evening students than day students reported that they planned to earn an Associate or Baccalaureate degree, but day students were more inclined to plan for a graduate or professional degree. More White students than mirority students indicated they were undecided about the highest degree they would pursue, but minorities showed a greater interest than Whites in earning an Associate degree. Older students appeared more interested than younger students in pursuing a two-year degree, while younger students evidenced greater interest in obtaining a graduate or professional degree.

Class load also appeared related to academic aspirations. Part-time students (those carrying less than 12 semester units) evidenced more interest in earning a Certificate of Completion or Associate degree than did full-time students. However, more full-time than part-time students stated that they planned to earn a Baccalaureate or higher degree.

Among dependant students still residing at home, 21.0% of those students whose parents' income was under $4,000 per year expected to earn no more than an Associate degree, compared to 8.6% of those whose parents earned more than $20,000. However, students from more financially able families were more likely to be undecided about their career goals.

Students with lower GPAs appeared to aspire to lower academic degrees than did higher achievers. Where 24.4% of those with GPAs between 2.00 and 2.49 indicated a desire to pursue a graduate or professional degree, more than 40% with averages of 3.5 or better stated that they were going on to graduate or professional schools.

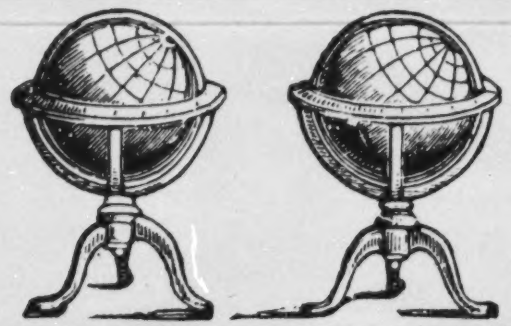
Trade had the highest percentage of students within the LACCD who indicated that they were pursuing either a Certificate of Completion (8.6%) or an Associate degree (35.3%). Harbor's student sample showed the greatest interest in acquiring a four-year degree (36.7%), while West led all colleges with Masters degree aspirants (23.8%). City students evidenced the greatest interest among those planning to pursue doctorate or professional degrees (17.3%), while Valley had the largest percentage of students who were undecided as to their academic degree goals (26.8%).

In summary, a student's degree plans are related to a number of factors, including day/evening status, age, class load, income level, and past performance. In general, those students seeking higher degrees are: (1) full-time, (2) attending during the day, (3) more financially secure, and (4) better prepared for college work.

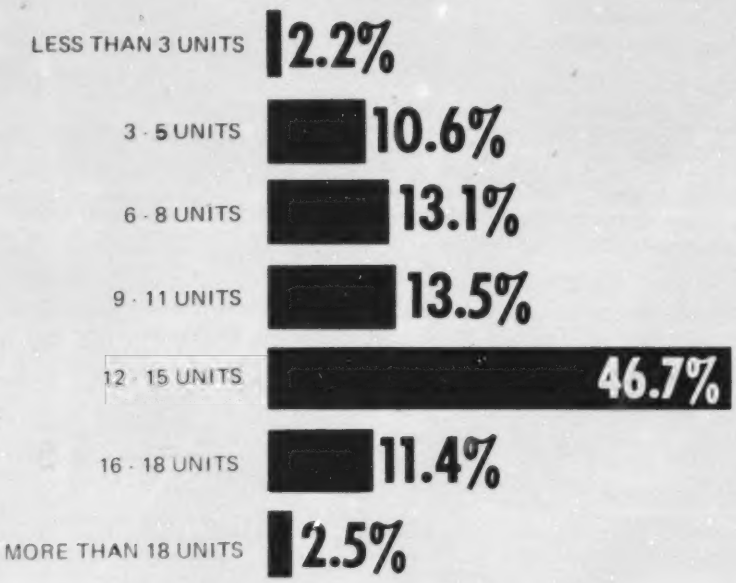
HOW MANY

UNITS

DO YOU PLAN TO TAKE THIS SEMESTER?



0 50 100



N = 8162

Student Unit Load

Many differences are evident between full-time and part-time students with regard to academic goals, reasons for enrolling and previous college experience.

More part-time students (those enrolled in less than 12 semester class units) than full-time students indicated that they were concerned with developing job skills. On the other hand, full-timers were considerably more interested in eventually transfering to a four-year college. Only 15.8% of the students carrying five semester units or less indicated that the most important reason they were attending college was to transfer to a four-year institution, compared to 47.5% of the full-time students (those enrolled for 12 semester class units or more).

With regard to the most important reason students enroll in a Los Angeles Community College, part-timers cited the proximity of the college to their homes more often than did full-timers. Those attending full-time appeared more concerned with the academic reputation of the college, and were more likely to have decided upon their major courses of study. Almost 81% of all the full-time LACCD students surveyed indicated that they had chosen a major, compared to 56.5% of those carrying five semester units or less. It would appear that many part-time students are still "shopping around," as yet uncertain about their academic goals.

Part-time students reported more previous college exposure than full-timers. Almost half of all students carrying less than nine semester units said that they had been to college before enrolling in their current LACCD institution, and almost 13% already had a Bachelor's degree or higher. On the other hand, only 21.0% of all full-time students reported being in college prior to their current attendance.

Part-time students were also more undecided about how far they will pursue their academic goals. Twenty-eight percent of those carrying five units or less indicated that they were undecided upon the highest academic degree they planned to earn, compared to only 9.5% of those students with 18 units or more.

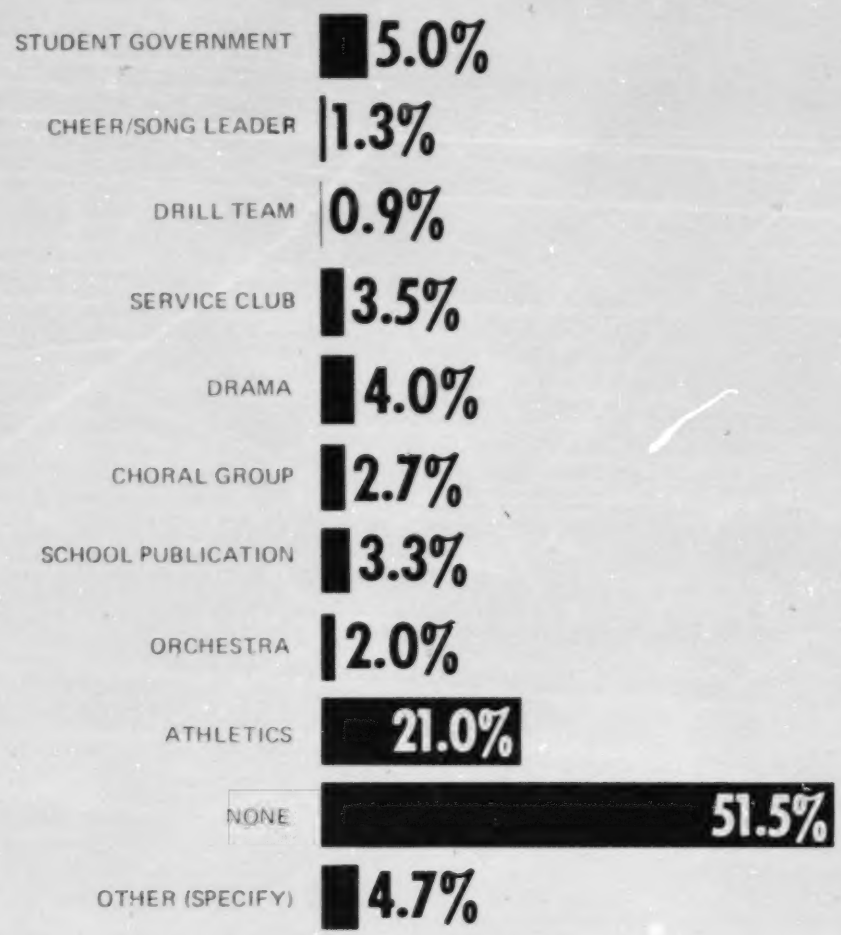
Other characteristics distinguish part-time students from full-time students. Part-timers indicated more often that they were employed, were generally older, and attended more in the evening. Moreover, part-time students tended to be more often female than male.

PART II:

EXTRA-CURRICULAR AND SPORTS INTERESTS

IN WHICH
EXTRA-CURRICULAR
ACTIVITY ARE YOU MOST INTERESTED IN PARTICIPATING?

0 50 100



N = 8191

Extra-Curricular Activity Interest

The majority of LACCD students surveyed indicated that they had no interest in participating in extra-curricular activities at school. However, among those indicating that they had extra-curricular interests, the largest number (21.0%) favored athletics, followed by student government (5.0%). Drama was chosen by 4.0% and 4.7% specified "other."

Not surprisingly, a far greater percentage of day students (54.9%) expressed an interest in extra-curricular activities than did evening students (34.8%). It is generally conceded that because of work and other committments evening students have much less free time with which to pursue extra-curricular activities. Men expressed a greater interest than women in athletics, student government, and orchestra, while female students showed a greater interest than males in service clubs, choral groups, and school publications. More women than men indicated that they had no interest in any of the listed extra-curricular activities.

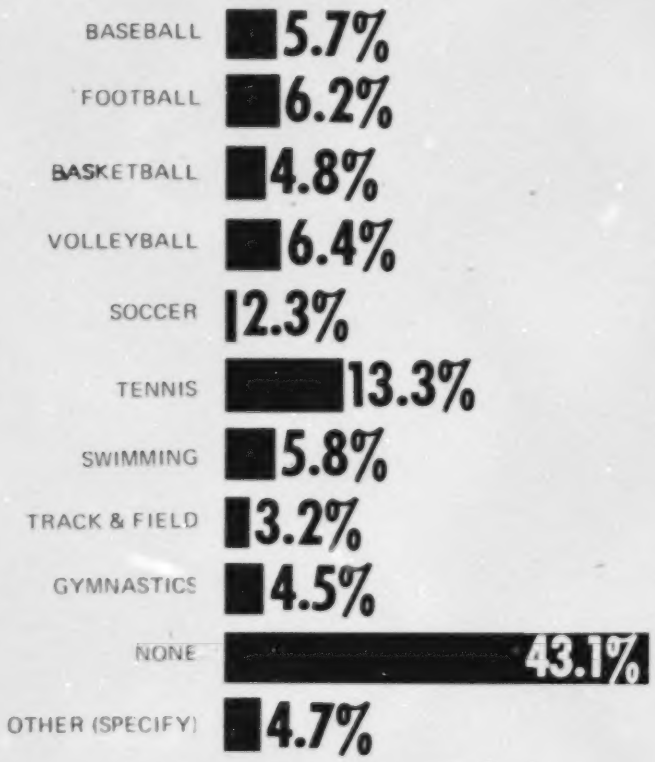
As could be expected, a student's class load was related to his expressed desire to engage in extra-curricular activities. Where only 31.4% of those carrying more than 18 units expressed no interest in any of the suggested activities, 73.0% of those students enrolled in 3-5 units answered the same. A related finding was that students who worked more expressed less interest in extra-curricular projects than did those who worked little or not at all. Black students showed the greatest interest of any racial/ethnic group in student government, while Filipino and Spanish-Surnamed students chose athletics more than any other group. Asian and White students (58.4%) showed the greatest lack of interest in any of the listed activities.

Harbor's students expressed the greatest interest in athletics (24.5%) of any Los Angeles Community College, while Southwest had the largest percentage of students favoring student government (11.9%). Southwest also had the greatest percentage who showed interests in drill team, service clubs, drama, choral groups, and school publications. Mission's students showed the least interest (43.5%) in any extra-curricular activities.

In summary, only about half of the LACCD student sample expressed an interest in extra-curricular activities. Only athletics seems to have a fairly large appeal. These data support the waning interest in Associated Student Body activities and the difficulties in obtaining voluntary student body fees. Day students, students planning to transfer, and students with higher unit loads seem more interested in extra-curricular programs.

IN WHICH
INTER-COLLEGIATE
SPORTS ACTIVITY ARE YOU MOST INTERESTED IN PARTICIPATING?

0 50 100



N = 8259

Inter-Collegiate Sports Interest

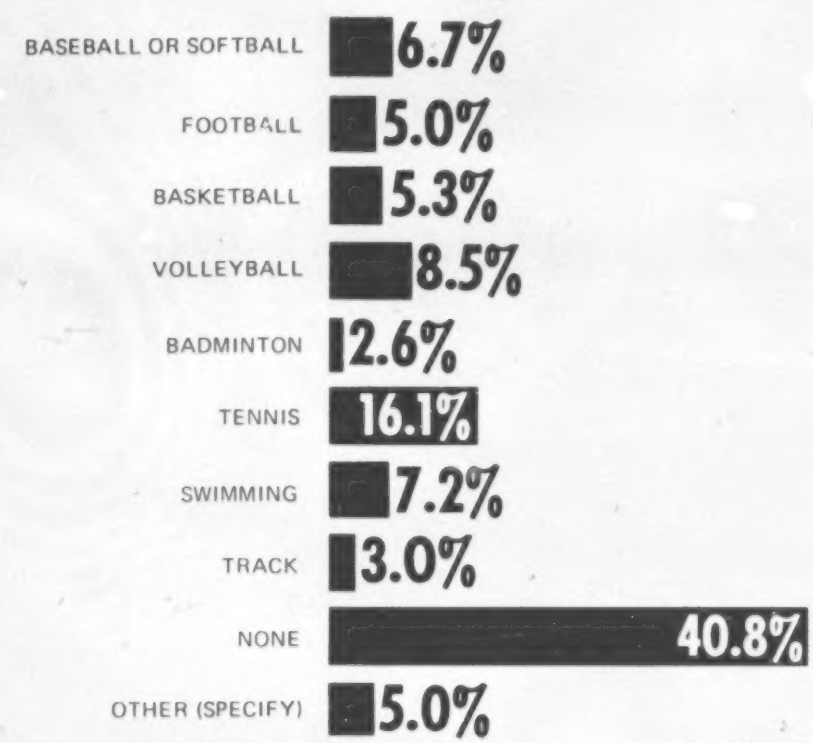
Almost 57% of the LACCD student sample replied that they had an interest in some inter-collegiate sports activity. Tennis was the most popular choice, followed by volleyball and football. Of equal importance is the fact that 43% expressed no interest.

Women expressed a greater interest than men in tennis (19.1%), swimming (7.5%), volleyball (9.2%), and gymnastics (5.8%). As could be expected, men showed more interest in the traditionally male sports of baseball, football, and basketball. Day students showed a greater interest than evening students in intercollegiate sports, except for tennis and swimming. Tennis was the first choice of both day (14.1%) and evening (12.7%) students. Younger students generally expressed a greater interest in inter-collegiate sports than did older students. Black students indicated the greatest desire of any ethnic group to participate in inter-collegiate sports, while the least interest was evidenced by White respondents. Spanish-Surnamed and Negro students consistently expressed a greater interest than White students in baseball, football, and basketball.

A relationship was seen to exist between a student's grade point average and his interest in inter-collegiate sports interest. Only about 40% of those with grade point averages of 3.5 or higher indicated an interest in inter-collegiate sports, compared to almost 67% of those with C averages.

Southwest's student sample showed the greatest interest of any college with inter-collegiate sports. Trade led all colleges with students who most favored baseball and football.

IN WHICH
INTRA-MURAL
(WITHIN SCHOOL)
SPORTS ACTIVITY ARE
YOU MOST INTERESTED
IN PARTICIPATING?



N = 8201

Intra-Mural Sports Interest

Almost six of every ten students surveyed expressed an interest in some intra-mural sports activity at college. Among the most favored sports were tennis (far outweighing other sports), volleyball, and swimming.

Male students expressed a slightly greater interest than women in intra-mural sports. However, women favored tennis, volleyball, and swimming more than men. As could be expected, day students showed a greater desire to participate in intra-mural sports activities than did evening students.

Dependant students coming from households with incomes above $12,000 per year expressed a greater interest in intra-mural sports than did those from lower income families, perhaps because they have more leisure time. As was the case with inter-collegiate sports, Black students favored intra-mural sports more than any other ethnic group (70.4%), followed by Spanish-Surnamed (67.1%), and Native-American students (66.8%). Part-time students evidenced less interest in intra-mural sports than full-time students.

Students with higher grades appear less interested in intra-mural sports than those with lower grades. For example, about 70% of those with GPAs of 2.00-2.49 expressed an interest in some intra-mural sports, compared to 44.2% of students with averages above 3.5.

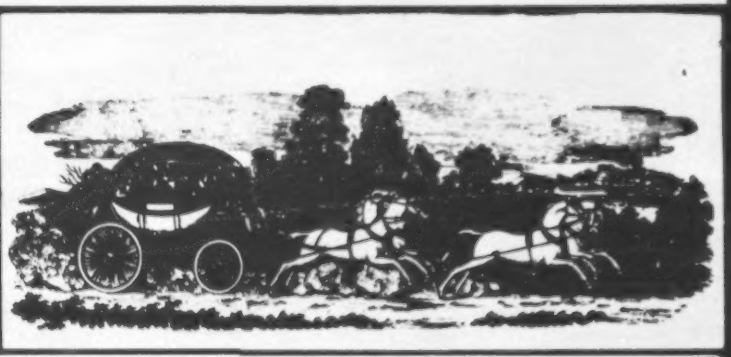
Southwest's students reported the greatest interest of any college sample in intra-mural sports, as they had with inter-collegiate sports. Mission's student sample evidenced the least interest.

PART III:

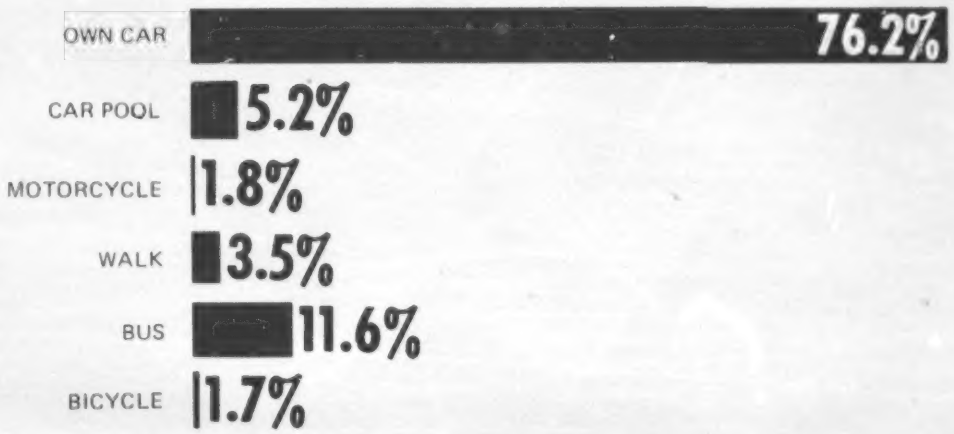
STUDENT TRAVEL PATTERNS, WORK LOADS, AND INCOME LEVELS

WHAT IS YOUR PRIMARY MEANS OF

GETTING TO CAMPUS?



0 50 100



N = 8404

Primary Means of Getting to Campus

When asked to indicate their primary means of getting to campus, more than three-fourths of LACCD students surveyed said that they commuted with their own car. The next most often cited means of transportation was the bus (11.6%), followed by car pools and walking.

Information gathered in Fall 1975 on LACCD students' modes of travel to campus revealed about the same results as did this Fall's survey. However, a notable difference is the decline in the percentage of students using the bus. Where 14.1% of those surveyed last year indicated that they rode the bus to school, only 11.6% indicated the same this year. This would appear to lend weight to the argument that the city-wide RTD bus strike at the beginning of the Fall 1976 semester prevented many students from attending Los Angeles Community Colleges.

Considerably more day students (16.1%) commute by bus than evening students (4.9%), who tend to travel more by private automobile. More women (14.8%) than men (8.6%) use the bus; men travel more by car. Students with lower incomes said that they traveled more by bus, as did students who were not employed. Younger students travel more by bus, motorcycle, and bicycle than older students. Black students travel by bus more than any other ethnic group within the Los Angeles Community Colleges, while White students tended to use their own car. It is interesting to note that students with lower grade point averages (GPA) tend to travel more by bus than higher achievers. Among students citing a GPA below 2.0, 17.6% said they commuted by bus, compared to 9.0% of those students with a B or better average.

Within the LACCD colleges, students indicating that they commuted in their own car ranged from 57.3% at City to 89.0% at Mission. City had the highest percentage of students who answered that the commuted to campus by bus (28.2%) or walked (7.6%). Harbor had the largest number (7.1%) who car-pooled.

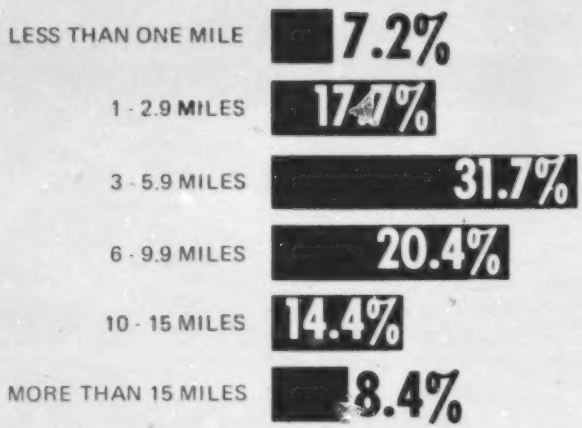
The increasing percentage of students who use a car to travel may present potential parking problems on some of our campuses. Overall, this finding lends support to the concept of the community college as a "commuter" institution. Surprisingly, car pools are not yet a very popular student mode of transportation. Since only 25% of our students live within three miles of campus, it is not surprising that only 5% walk or bicycle to class.

APPROXIMATELY
HOW MANY

MILES

DO YOU LIVE
FROM CAMPUS?

0 50 100



N = 8397

Distance from Home to Campus

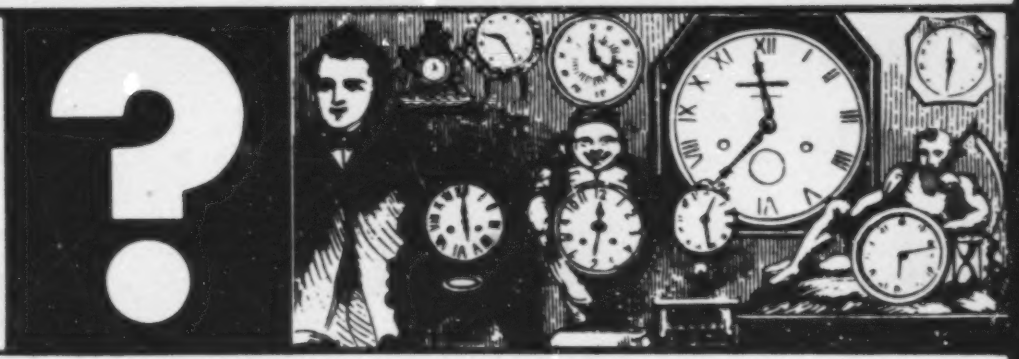
One of the major findings of the current survey was that the close proximity of a Los Angeles Community College to a student's residence was a major reason for enrollment. The majority of District students surveyed (56.6%) indicated that they lived less than six miles from campus. Almost one-fourth said that they commuted more than ten miles, and almost one out of every ten reported travelling more than fifteen miles to get to campus.

There were no significant differences in commuting distance between day and evening students, and no difference between men and women. Black students indicated that they traveled longer distances than other respondents. There were no obvious differences in travel patterns between students from higher income groups and those in lower income levels.

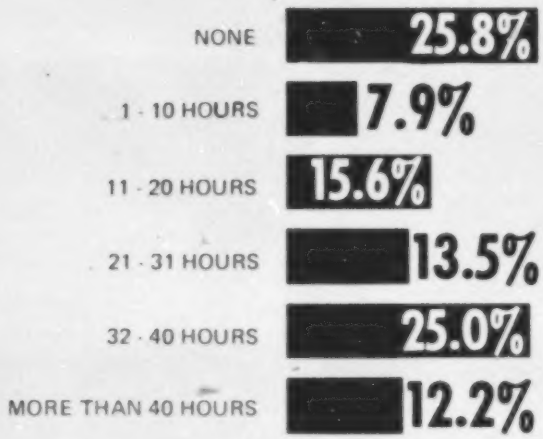
Trade showed the highest percentage of students living ten or more miles from campus, with almost one-fifth indicating they travel more than 15 miles each way. Southwest had the largest percentage (18.1%) of students living less than one mile from campus; almost half of the students at that college indicated that they lived less than three miles from the school.

In summary, the desirability to attend a college close to home is undoubtedly a major factor contributing to high LACCD enrollments.

HOW MANY
HOURS
DO YOU WORK
PER WEEK



0 50 100



N = 8357

Student Work Patterns

Almost three-fourths of the LACCD students reported that they worked while attending community college. About one-fourth work 32-40 hours per week, and almost one-eighth work more than 40 hours.

More students reported that they worked in Fall 1976 than did in Fall 1975. Almost two-thirds of the day students indicated that they worked more than 40 hours weekly. More males than females reported that they were employed.

Older students indicated more often than younger that they were employed, and also reported working more hours. Dependant students from higher income households reported more employment than did those from homes with lower parental incomes. Filipino and White students indicated that they worked more often than other ethnic groups. More than 40% of all Mexican-American students indicated that they worked 32 hours per week or more.

Significantly, more high-GPA students than low-GPA students indicated that they worked, suggesting that outside work-loads may not necessarily adversely affect a student's academic performance. About 77% of those with GPAs above 3.0 indicated that they worked, compared to about 70% of those with grade point averages below a C (2.0).

Pierce led among the individual Los Angeles Community Colleges with the percentage of students employed (80.3%).

In summary, the vast majority of LACCD students work to support themselves while attending college. Not surprisingly, evening students and older students tend to be employed more than day and younger students.

PLEASE ESTIMATE YOUR

PARENTS'

ANNUAL INCOME. (ANSWER ONLY IF YOU LIVE WITH YOUR PARENTS.)

0 50 100

UNDER $4,000	10.7%
$4,000 - $5,999	8.3%
$6,000 - $8,999	11.3%
$9,000 - $11,999	11.3%
$12,000 - $14,999	13.1%
$15,000 - $17,999	11.8%
$18,000 - $20,000	9.4%
ABOVE $20,000	24.1%

N = 3915

Estimated Annual Parental Income

More than half of all students surveyed who were still living at home estimated that their parents' annual income was below $15,000. More than 30% had incomes below $9,000 annually, while 24.1% said that their parents' income was in excess of $20,000.

A comparison of the District results with a national study* indicated that LACCD students tend to come from households with below average incomes. Where 45.3% of the sample in the LACCD survey indicated that their parents' annual income was above $15,000 a year, a significantly higher percentage (55.0%) of the incoming freshmen in the national study said the same.

More than three-fourths of all students from families where the parents earned more than $20,000 per year indicated that they worked, compared to about 60% of those students from households earning less than $4000. It may be speculated that students from lower income households are less able to secure work because they live in areas of higher unemployment or do not possess some of the requisite skills.

Dependant students whose parents earned higher incomes reported higher grade point averages than those from low-income homes. More than one-third of the dependant students with GPAs above 3.5 indicated that their parents' annual income was above $20,000, compared to 17.6% of those noting a GPA between 2.00 and 2.49.

Filipino, Black, and Indian students had the largest percentages with parental annual incomes below $4,000, while almost half of all dependant White students indicated that their parents earned $18,000 or more per year. Almost 45% of all Mexican-American students said that their parents earned less than $9,000 annually.

Pierce showed the largest percentage of students (40.9%) whose parental income exceeded $20,000 per year, while Southwest had the highest percentage with parental incomes of less than $4,000 annually.

Clearly, students come from households with a wide range of incomes. Overall, LACCD students are more likely to come from financially deprived households than their counterparts in four-year colleges. Thus, it is not surprising that large percentages of our students work and/or receive financial aid.

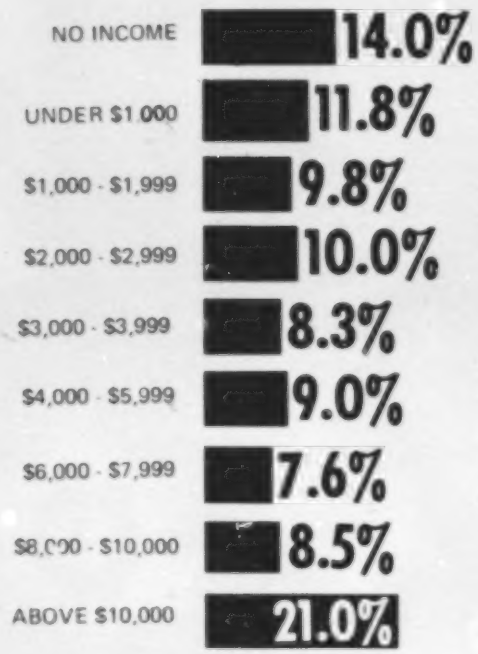
* The American Freshman: National Norms for Fall 1976, Alexander Astin, 1976

PLEASE ESTIMATE YOUR

PERSONAL

ANNUAL INCOME. (INCLUDE ALL INCOME.)

0 50 100



N = 7915

Estimated Student Income

More than half (53.9%) of all LACCD students surveyed this Fall estimated that their annual personal incomes totaled less than $4,000. Fourteen percent said that they had no personal income at all, while 21.0% estimated they earned more than $10,000 per year.

Not surprisingly, evening students had estimated personal incomes larger than those of day students. The majority of day students cited personal incomes of less than $6,000 a year, while those attending during the evening usually indicated incomes in excess of $6,000 annually.

Differences were evident among different ethnic groups with regard to personal income levels. For example, 23.8% of all White students estimated their yearly income above $10,000, compared to 19.4% of Black students and only 16.8% of the Mexican-American respondents. More male students than females indicated that they had some personal income, and a greater percentage also showed incomes in excess of $10,000 a year.

As was the case with parental income, students with higher GPAs also reported higher personal incomes than those with lower grade point averages. Among students with grade point averages below 2.5, 28.3% indicated personal incomes of more than $6,000 annually, where about half of those with GPAs of 3.5 or higher indicated personal incomes in excess of $6,000 per year.

Personal income levels vary between the individual Los Angeles Community Colleges. Mission showed the highest percentage of students (43.1%) with estimated incomes in excess of $10,000 annually, while Southwest indicated that almost 20% of its student sample had no personal income. City College had the largest percentages of students in the middle income range ($3,000 - $5,999).

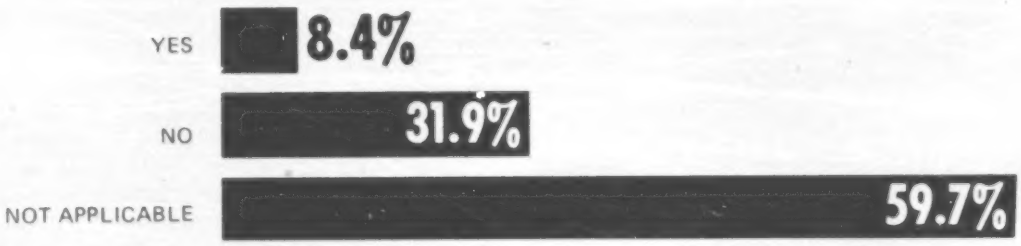
In summary, students reveal low estimated personal incomes, especially those who attend during the day. This lends additional proof to the argument that community colleges are attracting atypical students who are often more financially pressed than those in the universities.

ARE YOU INTERESTED IN ENROLLING YOUR CHILD(REN) IN THE CAMPUS

CHILD-CARE

CENTER?

0 50 100



N = 7925

Child-Care Center Interest

Almost one of every ten students surveyed indicated that they were interested in enrolling their children in the campus child-care center. The largest number, however, said that the question was not applicable to them, while 31.9% answered that they were not interested.

One out of every five students with children feel that they would like the opportunity to place them in the college's child-care center. Considering the total LACCD enrollment, the results suggest that there are potentially 10,000 students who would like to use the child-care centers at the individual college campuses.

Males and females showed about equal interest in campus child-care. The use of the centers was favored most by students aged between 25 years and 39 years, with about 13.5% of them indicating the need for supervision and training of their children during class hours. Minority students expressed the greatest desire to enroll their children in campus child-care centers.

It is possible that the need for adequete and necessary campus child-care may affect a student's performance, considering that students with lower grades indicated a need for child-care more than those with higher GPAs. About 14.2% of those with below-average grades indicated that they were interested in enrolling their child(ren) in the campus child-care center, compared to only 7.3% of those with GPAs above 3.5.

Campus child-care services were sought most by students at Southwest (20.5%), followed by students at Trade (11.9%) and East (10.7%). Students at Pierce showed the least interest (5.3%) in these services.

PART IV:

CHARACTERISTICS OF THE STUDENT SAMPLE

The Student Sample

The sample represents a typical cross-section of students enrolled for credit in Fall 1976 within the Los Angeles Community Colleges.* Below are some overall characteristics.

- More than 60% had not yet completed 30 semester units of work.
- The majority indicated that they attended classes during the day. Almost 30% were night students, and 14.4% said that they had classes both during the night and day.
- Men represented 53.1% of those students responding; women 46.9%.
- White students (44.4%) were the largest single racial/ethnic group in the sample. Black students represented 21.0% and Mexican-Americans 20.1% of the sample.
- The majority of the students surveyed were under 25 years of age. However, those 30 years or older constituted almost one-fourth of the sample.
- The estimated GPA for the sample was 2.62, compared to an actual 2.64 for the entire District for Fall 1975.

Figures 19 - 24 graphically depict these student characteristics.

Possible Sampling Errors

The statistics in this report are estimates derived from a sample survey. As noted by the U.S. Census Bureau** there are two types of errors possible in an estimate based on a sample survey - sampling and non-sampling. Sampling errors occur because observations are made only on a sample, not on the entire population. Non-sampling errors can be attributed to many sources: definitional difficulties, differences in the interpretation of questions, inability or unwillingness to provide correct information on the part of the respondents, mistakes in recording or coding the data obtained, and other errors of collection, response, processing, coverage, and estimation for missing data. The "accuracy" of survey results is determined by the joint effects of sampling and non-sampling errors.

*For a report on non-credit student characteristics, see Profile Characteristics of Students Enrolled in Community Services Classes, Spring 1976, Office of College Relations and Community Services, November 1976.

**Standards for Discussion and Presentation of Errors in Data, Technical Paper 32, Bureau of the Census, March, 1974.

SURVEY SAMPLE VS. ACTUAL TOTAL LACCD STUDENT POPULATION *

	Under 20	20 - 29	30 - 39	Above 39	40 - 49	50 - 55	Above 55
Age Group							
Survey	30.7	31.6	15.3	13.9	5.4	1.7	1.4
LACCD	20.3	29.2	17.7	17.7	8.8	4.6	1.9
Race	Nat. Amer.	Black	Asian	Other	Span.	White	
Survey	2.7	21.0	7.2	4.5	20.1	44.4	
LACCD	1.8	17.6	6.6	1.4	21.3	51.3	
Class Rank	Fresh	Soph. & Above					
Survey	61.7	38.3					
LACCD	69.0	31.0					
Time Attended	Day	Even.	Both				
Survey	56.5	29.1	14.4				
LACCD	61.3	38.7					
Sex	Male	Female					
Survey	53.1	46.9					
LACCD	49.9	50.1					
Unit Load	F.T.	P.T.					
Survey	60.6	39.4					
LACCD	29.6	70.4					
Grade Point Average							
Survey	- 2.62						
LACCD	- 2.64						

* LACCD enrollment figures are for Fall 1976.

WHAT IS THE TOTAL NUMBER OF **UNITS YOU HAVE COMPLETED** IN COLLEGE BEFORE THIS SEMESTER?

0 50 100

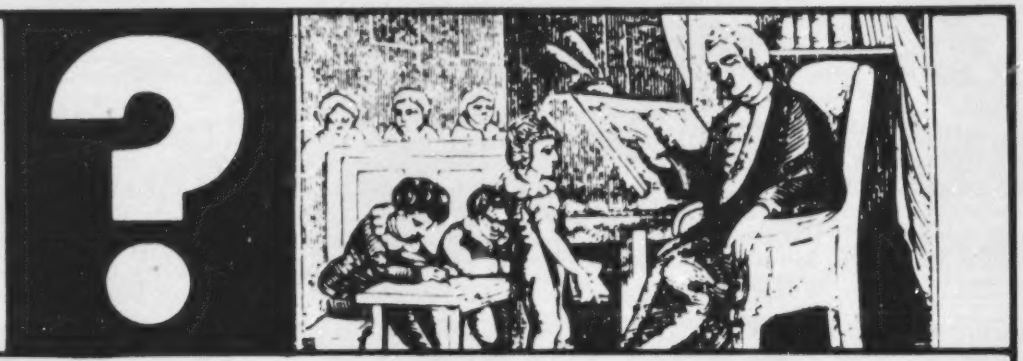
NONE	22.6%
LESS THAN 15 UNITS	16.9%
15 - 29 UNITS	22.2%
30 - 44 UNITS	15.9%
* 45 - 49 UNITS	10.3%
60 UNITS OR MORE	12.2%

N = 8156

* Reflects typographical error made on survey forms. Should be 45-59 units.

IN WHICH CLASSES ARE YOU

CURRENTLY ENROLLED?



0 50 100

DAY (CLASSES BEGINNING PRIOR TO 4:30 P.M.) 56.5%

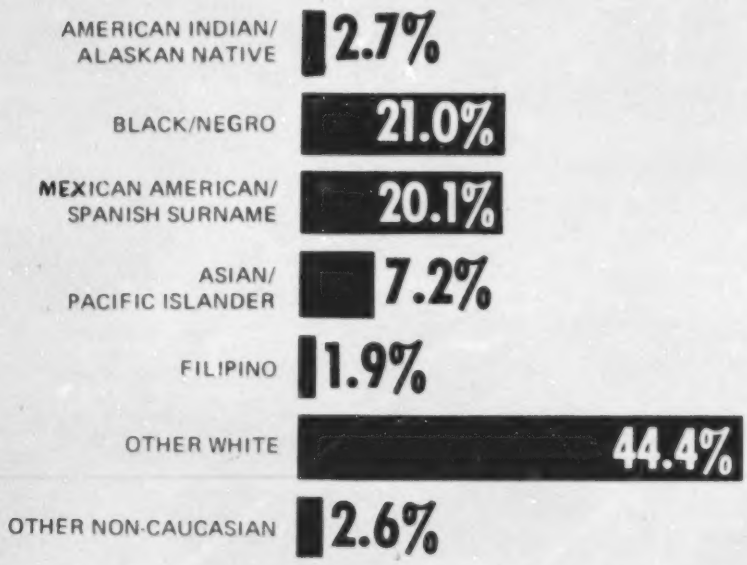
EVENING (CLASSES BEGINNING 4:30 P.M. OR LATER) 29.1%

BOTH 14.4%

N = 8165

PLEASE
INDICATE YOUR
RACIAL/ETHNIC
BACKGROUND

0 50 100



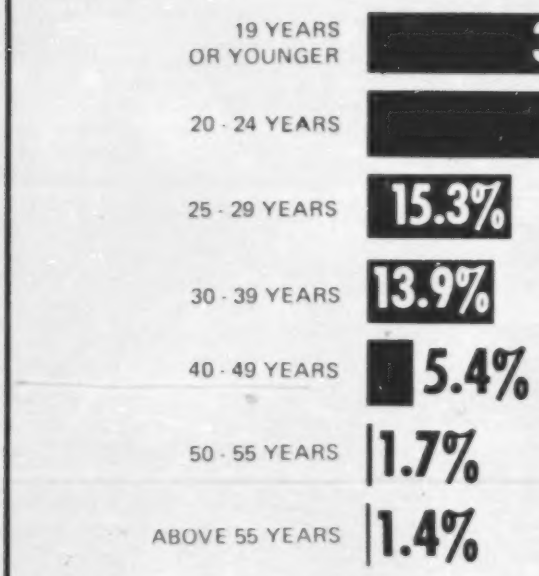
N = 7711

PLEASE INDICATE YOUR

AGE

GROUP:

0 50 100

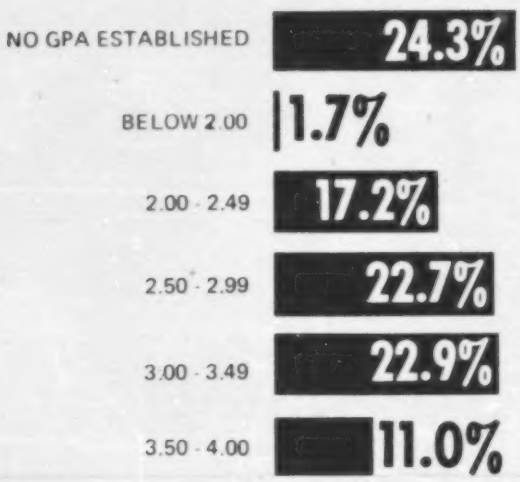


N = 8156

WHAT IS YOUR CURRENT COLLEGE

GRADE POINT AVERAGE?

0 50 100



N = 7847

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 15 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES